



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Holy Trinity Church of England VC Primary School, West Bromwich</b>	
Address	Trinity Road South, West Bromwich, B70 6NF
School vision	
<p>‘You are precious and honoured in God’s sight’ Isaiah 43:4. We believe all pupils are precious and honoured. From this belief comes a desire for all in our care and in our partnership to experience life in all its fullness, as promised by Jesus.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Pupils and adults flourish because leaders, at all levels, fully understand the diverse community and live out its distinctively Christian vision. It is powerfully infused into all aspects of school life. Interwoven are the school’s values, secured and strengthened with Bible verses and lived out in the everyday working of the school. Leaders have created a nurturing culture in which pupils and adults are cherished for who they are.</li> <li>• Tailored to the needs of all pupils, the outward looking curriculum, energised by the vision, is transformative on the lives of its pupils their families and the community.</li> <li>• Collective worship is a daily highlight creating a strong sense of a unified worshipping community. It is central to the life of the school, enabling pupils and adults to understand the significance of the vision and values for themselves in daily life.</li> <li>• The school’s vision promotes a culture of compassion, encouragement and respect for pupils and adults. It is tangibly evident in the consideration and provision for everyone in the school community. Leaders create a nurturing culture in which adults and pupils are cherished for who they are. This enables the community to live well together.</li> <li>• Due to the inclusive and inspiring religious education (RE) curriculum, pupils blossom and thrive. This contributes significantly to their spiritual development. They comprehensively deepen their understanding of Christianity as a worldwide living faith .</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• To establish and promote a deeper, richer understanding of spirituality. This is so pupils and staff can consider and express its impact on themselves and others.</li> <li>• Explore planned opportunities for spiritual development in the curriculum, so that pupils learn to recognise their own and life’s spiritual qualities.</li> <li>• Support pupils in taking ownership of positive social action that will enable them to become independent changemakers and champions of social justice.</li> </ul>	
Inspection findings	



Determined leaders bring dedication and energy to make certain that the vision is lived out in school. They unswervingly ensure everyone is valued, included and given the opportunity to excel. The Christian vision and values are deeply connected and threaded through the activities of the school. Working closely with the church, everyone is well supported and nurtured in this highly

inclusive environment. Governors have a clear understanding of the school's vision. This influences strategic decision making. Motivated by the vision governors and leaders make bold financial and organisational decisions. This includes the provision of a dedicated classroom catering for the high level needs of pupils with special educational needs and disabilities (SEND). The vision promotes a culture of compassion, care and encouragement, especially for the most vulnerable for whom barriers to learning are overcome. This enables pupils to flourish. Well modelled by the senior leadership team, relationships are strong, forgiving and respectful. The school is committed to inclusion. It ensures that pupils with SEND and those who are disadvantaged or vulnerable, are able to participate and blossom.

The vision inspires the design of the curriculum. Leaders and teachers know their pupils well and provide a nurturing environment where pupils feel safe. Consequently, they grow in confidence and become enthusiastic learners who achieve and flourish. Learning opportunities are underpinned by three drivers of 'possibilities, questioning and spirituality'. These are borne out by the emphasis on high aspirations and opportunities for achievement. This approach forms the bedrock upon which the curriculum is built. Recent visits from an Olympic gymnast and a television presenter attest to this. A specialised curriculum programme develops pupil character, resilience and skills. Their self-belief grows. Leadership roles undertaken by pupils such as School Council, Worship Leaders or Outdoor Champion demonstrate this. A range of extracurricular activities give further opportunities to grow pupils' aspirations. Pupils are proud to receive a 'halo' when they demonstrate a 'Trinity Ten' behaviour. They are confident and positive about themselves. They enjoy coming to school and thrive. Opportunities within the curriculum deepen pupils' understanding of spirituality. This is a focus of the school's current work.

Determined staff tirelessly live out the school's vision. This ensures that no-one who maybe struggling goes unnoticed. The dedicated pastoral team ensure well-tailored and targeted support. They work hard to remove barriers to learning. Disadvantaged and vulnerable pupils blossom due to the culture of inclusivity and acceptance. Every day proffers examples of forgiveness and reconciliation driven by the vision of being 'honoured and precious.' Parents recognise that staff go 'above and beyond usual expectations' and are appreciative.

Leaders support staff wellbeing with an open culture of compassion and care. Regular check-ins with staff are undertaken. Training and further qualifications are offered. Consequently, staff feel highly valued and morale is high. Robust yet sensitive relationships thread through the work of the school community. Built on trust and forgiveness, restorative practices, such as 'behaviour recovery', support pupils. This helps them to recognise and acknowledge their actions in a reassuring and dignified way. Pupils are clear that 'God sees you and treats you fairly, not lower or higher than anyone else, or more superior.' This illustrates the vision in action. Links with the diocese are productive. The advisor provides guidance and training such as for spirituality development. Staff deepen their knowledge and expertise. The school enjoys a well-established relationship with the church. The vicar and pastor provide spiritual sustenance. A well attended church club upholds the school's vision. This demonstrates that the school is successful in responding to the needs of individual pupils, their families and the community.

Whole school worship, frequently led by the church, is intrinsic to the life of the school. All gathered are welcomed into prayer, reflection or stillness. Worship is highly inclusive resulting in respectful sensitivity towards those of all faiths. School values, rooted in scripture, inspire spiritual growth. Pupils talk enthusiastically about Bible stories used to illustrate messages such as forgiveness. They understand how values make a difference to their lives such as peace which follows internal conflict. Singing together provides a unifying experience. Older pupils articulate that prayer impacts on people's lives by leading them in the right direction. Jesus' cross, was described by a pupil as 'a bridge to walk across'. This powerful image helps them with prayer. Collective worship is evaluated

and outcomes shared. Opportunities for prayer and reflection are frequent throughout the day keeping the vision alive in hearts and minds. Worship enriches the school community in their spiritual flourishing.

Pupils demonstrate powerful voices in their leadership roles. They articulate their views on the value of every person. This effectively illustrates the school's vision. They recognise and discuss worldwide problems. In response pupils write prayers for peace. Adults support pupils in a variety of charity fundraising events. A response is made to local need by harvest donations to the foodbank. Pupils understand the challenges of climate change and are keen to look after the planet. Understanding that small actions make a difference, pupils enthusiastically care for the environment. They are keen to take responsibility as the oversubscription for leadership roles indicate. Pupils are less aware of how they can act independently to challenge injustice and be change makers.

Pupils flourish in RE. Well led, managed and resourced, Church school requirements for RE are met. It encapsulates the school's vision demonstrating that each pupil is 'honoured and precious'. They meaningfully encounter diversity of faith, belief and viewpoints in a safe and respectful environment. A range of religions and worldviews are explored. This enables them to have a better understanding of each other. It prepares them for the modern world. Pupils gain a clear understanding of Christianity as a worldwide faith. Their factual knowledge of different religions, how and why they pray, is impressive. They consider deep and searching big questions such as 'who made the world?' Pupils enjoy RE lessons because there is no 'right or wrong' answer. They feel comfortable to express opinions and not feel judged. As a result, RE contributes effectively to pupils' spiritual development.

Due to the steadfast and enlightened leadership at all levels, the vision is alive and working out in the everyday for pupils. Reaching out into the lives of the community its impact is life-changing and transformational.

The inspection findings indicate that Holy Trinity Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	7 March 2024	URN	103986
VC/VA/Academy	Voluntary controlled	Pupils on roll	413
Diocese	Lichfield		
MAT/Federation			
Headteacher	Jo Corbett		
Chair	Helen Morrow		
Inspector	Sally Kaminski-Gaze	No.	2238